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I. Who we are

A. Description of Founding Group

My name is Vivian Ann Strickling. I was born and raised in Indianapolis, Indiana. I attended Catholic and Public schools for elementary grades. My high school Alma Matta is Broad Ripple. I originally went to college with the mindset to return to my Alma Mata and teach. Giving back to my community has been a goal of mine for some time now. My experience in working with children has been exciting and a very gratifying journey. I began this journey with my oldest child. During my college years, she was an encouragement to me to not only be the best parent I could be, but also expose children to a the wonderful world of education. In 1991, I co-owned and operated a daycare facility. I began out of my own home but soon grew into a larger site. For the Pre-K and Kindergarten age students, there were lesson plans developed and implemented.

Not long after, I began teaching at a Christian school for the summer camp program and also for the school year. The first year of teaching, I taught 1st, 2nd, and 3rd grades. Being able to manage all three grades and still give life to the concepts taught, was very challenging and exhilarating for both the students and me. During these years of teaching, I not only taught the students, but also the parents. Any parent that needed help teaching their child or wanted to understand the curriculum that the school was using, I made arrangements with them either at their home or at the school for this training to take place. I found that it is very important for the parent to work interactively between the teacher and the student. During my years of teaching, I also was successful in the position of being the School-Age Director. While teaching and holding the position of School-Age-Director, I continued my training in education by returning to school to receive my Bachelor, Master, and Doctorate in Christian Education.

In June 1999, I began my position with Greater Cincinnati Community Academy as the Admission/Office coordinator, which now has developed to EMIS/Admission Coordinator. During the last two years, I have been exposed to the wonderful world of public schools and what the possibilities can be to expand the education of our children today. My supervisor has aided my training by exposing me to all concepts of operating the school. My ability to duplicate the strengths of the both life skills and technical training will enhance the charter school. My role in this community school will be that of a developer. Greater Cincinnati Community Academy has been acknowledged by the State of Ohio as a model charter school. My plans are to duplicate the strengths and learn from the weaknesses to create this charter school.

At this time, I have not recruited any other founding group member, governing board member, school leader(s), or business manager. I have the ability to organize a team of people that are loyal, dedicated, and well versed in the where-with-all to opening and operating a school successfully. This team with the skills and experience in education, management, finance, and law will be ready to begin collaborating as soon as the contract is approved.

B. Community Partnership

At this time, there have been no community partnerships. However, my plans are to seek partnership with any of the following: Indianapolis Public Library, Eli Lilly Co., Children's Museum, Riley Children's Hospital, Indiana Black Expo, Big Brothers/Big Sisters, Urban

League, Martin University, and United Senior Action. These are just a few programs that I feel would support the school with a wide array of resources.

II. Our Vision

A. Mission

GICA will create an atmosphere for learning and develop high achievers for 100% of the student body. Our school will encourage productive students and foster high self-esteem, which will begin the process of creating a well-rounded citizen.

B. Need

Greater Indianapolis Community Academy (GICA) will adopt the phonetic approach to learning to meet the needs of the student population. This will be our base for learning as we complement this approach with the necessary tools for the varied ways of learning. Throughout the history of education, the phonetic approach to learning has proven to be very successful for a large amount of our population. Once a child has been taught how to sound out a word versus recognizing the word on sight, that child can now use the same principles to read many other words no matter how long. This comprehensive component coupled with the classroom reduction, will enhance the student's ability to learn. This concept is then applied to the other disciplines. This approach will create productive students and foster high self-esteem, which will begin the process of creating a well-rounded citizen.

It is our belief that students are deserving of special treatment as young learners. They should be permitted to discover and grow in a warm, encouraging environment. They should not be penalized for approximations or any other valid attempts to learn. They should be taught tolerance for the sake of knowing rather than to avoid the pain of failing a test. They should be able to experience an environment that expects the best out of everyone involved and encourages such standards. GICA will admit all students in the Indianapolis Public School District area grades K- 6 (expanding to the 7th and 8th grades in the proceeding years). GICA will be comprised of any parent/guardian that is looking for an alternative school for higher learning. Parents/Guardians must become active in our students' educational and extra-curricular needs in order for a true measure of success to be accomplished. Throughout the past 10 years, there has

been a large number of inner city schools that have closed and schools have been combined to create a larger student/Teacher ratio. This in itself can be a problem for a student to learn. Parents/Guardians that could afford the tuition based schools, transferred to those schools. But what about the middle to lower income Parents/Guardians that could not afford it? These individuals cannot be forgotten. If given a chance, we find in today's society, that there are several middle to low income students that have risen above their environment to become not only productive but outstanding! They received the chance that GICA will give any student that enters its doors. As history shows us, they also return to the community in which they were raised to give back what was given to them.

C. School characteristics

School Calendar

Exhibit B

Greater Indianapolis Community Academy Calendar 2002-2003

August

August 19-30	2 wks/Monday-Friday	Staff Orientation/Training
August 29	Thursday	Parent Orientation 6:00p.m.

September

September 3	Tuesday	School Opens
September 30	Monday	Fall Standardize Test Begins

October

October 2	Wednesday	Parenting Meeting Begins
October 10	Thursday	Open House
October 18	Friday	Staff In-Service/No Students

November

November 8	Friday	Parent/Teacher Conference No Students
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		47 Instructional Days
November 15	Friday	Staff In-Service/No Students
November 27-29	Wednesday-Friday	Thanksgiving Holiday
<u>December</u>		
December 20	Friday	Staff In-Service/No Students
December 23	Winter Recess	School Closed 10 days
<u>January</u>		
January 6	Monday	School Opens
January 17	Friday	Staff In-Service/No Students
January 20	Monday	Martin L. King Day
<u>February</u>		
February 7	Friday	Parent/Teacher Conference No Students
February 17	Monday	Presidents Day (No School)
February 21	Friday	Staff In-Service/No Students
<u>March</u>		
March 21	Friday	Staff In-Service/No Students
<u>April</u>		
April 11	Friday	Parent/Teacher Conference No Students
April 18	Friday	Staff In-Service/No Students
April 21-25	Spring Recess	No School
<u>May</u>		
May 16	Friday	Staff In-Service/No Students
May 26	Monday	Memorial Day/No School
<u>June</u>		
June 18	Friday	Last Day of School

To assure compliance with the requirements of the Indiana Codes, the following changes in the school calendar are hereby authorized:

1. Spring Recess, April 21-25, may be designated make-up school days
2. June 19-25 may be designated make-up days as needed

The total number of instructional days for students are 175. The total number of Teacher/Instructional Assistant workdays are 197. Teachers/Instructional Assistants are required to start working two weeks prior to school and one week after school closing. These days are subject to change based on the adjustments of the school's calendar.

Daily operation for instruction

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	TEACH	E R S	P R E P	A R A	T I O N
9:00-10:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:05-10:55	Math	Math	Math	Math	Math
11:00-11:50	Science/Health	Science/Health	Science/Health	Science/Health	Science/Health
11:55-12:55	L U	N C H	/R E	C E	S S
1:00-1:50	Music/Phys. Ed	Music/Phys. Ed	Music/Phys. Ed	Music/Phys. Ed	Music/Phys. Ed
1:55-2:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:45-3:00	C	L	O	S	E

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A day in the Life at GICA

A typical student attending GICA will:

- Begin his/her day by being greeted with open arms from staff when entering the building
- Receive their breakfast snack as they prepare to begin the day
- Say the Pledge of Allegiance and the school creed
- Sing a traditional song honoring our country
- Begin review of the phonics charts
- Review the previous lesson taught in Language Arts
- Learn new materials in Language Arts
- Review/Combine the two lessons for closure
- Receive a five minute break to reorganize for the next subject
- Begin review of the Math drills
- Review the previous lesson taught in Math
- Learn new materials in Math
- Review/Combine the two lessons for closure
- Receive a five minute break to reorganize for the next subject
- Begin review of the materials for Science/Health
- Review the previous lesson taught in Science/Health
- Learn new materials in Science/Health
- Review/Combine the two lessons for closure
- LUNCH/RECESS
- Receive a five minute break to reorganize for the next subject
- Begin review of the Music/Physical Education drills
- Review the previous lesson taught in Music/Physical Education
- Learn new materials in Music/Physical Education
- Review/Combine the two lessons for closure
- Receive a five minute break to reorganize for the next subject
- Begin review of the Social Studies lesson
- Review the previous lesson taught in Social Studies
- Learn new materials in Social Studies
- Review/Combine the two lessons for closure
- Write down all homework assignments from the board
- Listen to the teacher as he/she explains the assignments
- Begin preparing for going home

Within the daily instruction, there will be more hands on training to encourage the students to stay focused and enjoy the process of education. This will inevitably cover all aspects of learning be it kinesthetic, audible, or visual.

III. Educational Services Provided

A. Educational Philosophy

The instructional design/philosophy is grounded in the phonetic approach to learning. This approach will unlock the world of clear thinking and logic, contrast and comparisons, well-founded opinions and judgments. This approach has been proven effective in raising the students self esteem by giving them the necessary tools to comprehend and apply the information being taught.

This approach also fosters a feeling of deep contentment and well-being. Therefore, it causes the student to see the world as a friendly place, thus displacing much anger and frustration we see displayed in our society.

B. Academic Standards

The three sample areas of academics standards for GICA are Language Arts, Mathematics, and Science. GICA will follow the Indiana Academic Standards. **Attached Exhibit A**, you will find clear exit standards for the last grade we anticipate serving as directed in the outline.

The decision to promote or retain a child at the end of the school year will be based on the child's ability to function adequately at the next highest grade level. Aspects to be considered will include academic progress (especially in Language Arts, Reading, and Mathematics), meeting the objectives of any Individualized Educational Plan, meeting the attendance requirements, and social maturity. All efforts will be made to inform the parents of possible retention no later than the beginning of the third quarter.

The decision to promote a child during the school year to the next grade level will be based on grades from two consecutive quarters proving the child can be academically sound. The other criteria will be parental approval, social maturity, and available space.

C. Curriculum

The general description of the curriculum being used is concentrating on the phonetic approach to learning. This approach will give the students the tools necessary to creatively form words, sentences, paragraphs, stories, new articles, books, and a wide array of written or verbal projects.

First Grade Lesson Plan Example

Language Arts-

Preparation/Visuals:

Review Basic Phonic chart 5-6 to a rhythmic beat as a class

Make two ice cream cones and several scoops of ice cream from construction paper.

Write these words on the chalkboard:

Bet nod bat met

Bit Ned sit mat

Teaching Procedure

1. Call out the following consonants and have individual students give the blend ladder for each: **f,l,b,y,h,z,r,m,t,s,d,g**. Choose two teams and see which team can get the most scoops on their ice cream cone. Students may add a scoop of ice cream each time they complete a blend ladder.
2. Review the blends from the Basic Phonics to a rhythmic beat having individual students read the blends horizontally and vertically.
3. Introduce the one-vowel rule: **When there is one vowel in a word it usually says its short sound**. Have the students sound the words on the chalkboard and mark the vowels.
4. Call three students at a time to the chalkboard to see who can write the following words correctly: **rub, nut, mix, mob, let, lot, fit, fun**. Instruct students at their desks to write the words on paper.

Give students work page exercises to establish the amount of information comprehended.

Mathematics-

Preparation/Visuals

Write on chalkboard:

$$1+1=2 \qquad 4+4=8 \qquad 7+7=14$$

$$2+2=4 \qquad 5+5=10 \qquad 8+8=16$$

$$3+3=6 \qquad 6+6=12 \qquad 9+9=18$$

- Teach-a Coin Set pennies
- 1-100 Counting Chart
- Down by the pond game
- Judy Clock
- Combination Dot Cards 8 and 15
- Counters for each student
- Addition Flashcards 4, 12, 24, 40, 60, 84, 112, 144, and 180
- Birthday Graph for each month, fill in 1 space for each child who has a birthday that month.

Warm-up/Review

Counting

- 1 boy and 1 girl come to front to be team captains. The girl captain leads as they count even numbers. You may want to supply captains with chairs. They can lead their team to stand as they count and to be seated when they are not counting. Class begins at 75 and continues to 91. Point to boy captain to begin since 75 is odd.
- Teach-a Coin Set **pennies**: 12c and 15c
- Class: by 2s from 2 to 50. Did you count even or odd numbers? **Even**
- 1-100 Chart: Point to 24. What number is 2 more than 24? **26** What number is 2 less than 24? **22** Yes, 22 and 26 are the before and after numbers by 2s are also even. Repeat with other even numbers.
- Class: by 2s from 1 to 49. Did you count by even or odd numbers? **Odd**

- 1-100 Chart: Point to 35. What number is 2 more than 35? **37** What number is 2 less than 35? **33** Yes, 33 and 37 are the before and after numbers by 2s for 35. Since 35 is odd, the before and after numbers by 2s are also odd. Repeat with other odd numbers.

Addition

- Pond Game: Point to a number; students add on 1. Repeat for several numbers. Repeat for adding 0.

Time

- Judy Clock: 3:00 and 9:00 (Practice)
 1. Set for 7:00. What time is it? How do we know that it is 0 min. after 7? **Because min. hand is on 12.** How do we know that the hour is 7? **Because the hour hand is on the 7.** Do we know if it is morning or evening? **No** There are 24 hours in one day. Therefore the hour hand must travel around the clock twice in every day.
 2. Move the min. hand around the clock so that hour hand travels around the clock twice. Students count 24 hours in a day. If it is 7:00 in the morning, it is A.M. If it is 7:00 in the evening it is P.M.
 3. Morning begins right after midnight, when you are asleep. It stops right before noon, when you may eat lunch. Evening begins right after noon and stops at midnight.
 4. Give some activities and times on hour; students tell whether it is A.M. or P.M. Students set clock for the correct time while the class decides whether it is A.M. or P.M. Other students tell what time it would be if it were 1 hour later or 1 hour earlier. Repeat for 2 hours later and 2 hours earlier.

New Concept- Doubles

1. Dot Cards 8: Student gives combination. **$2+2=4$** Does the add sentence change? **No** It is called a double when the addends are the same.
2. Dot Card 15: Why is this called a double? **Because the addends are the same.** Students give some more examples of doubles.
3. Counters: Students illustrate double $2+2=4$. What is the combination? **$2+2=4$** Tell them to cross their hands. Did the combination change? **No, the combination is still $2+2=4$.**
4. Point to doubles; students say them.
5. Add. Flashcards for doubles

Give students work page exercises to establish the amount of information comprehended.

Science-

Preparation/Visuals:

Review the difference between a mammal and a reptile

Teaching Procedure

1. Cut out shapes of several different kinds of mammals and reptiles from construction paper
2. Place a large map of the world on the wall at the students reach
3. Write these words on the chalkboard in columns:

<u>Mammal</u>	<u>Country</u>	<u>Reptile</u>	<u>Country</u>
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4. Warm-up: Review the difference between mammals and reptiles. **Mammals are warm blooded animals and reptiles are cold blooded animals.** Teach more details about both including geographical status of origin.
5. After reviewing these details, take the shapes of the mammals and reptiles and stick them around the boarder of the map. Have the students write down the names of each shape on paper either under the mammal column or the reptile column.
6. Let the relay begin! Create 2 teams that will each walk to the board one at a time and write a “M” for mammal or a “R” on the shape and then place it in the right place origin. After doing this, that student returns to the line to tags the next student to go. This continues until all the shapes are correctly marked and placed in the right origin.
7. After the relay is completed, review the findings of each team.

Give students work page exercises to establish the amount of information comprehended.

Second Grade Lesson Plan Example

Language Arts-

Preparation/Visual:

Review Basic Phonic chart 10 to a rhythmic beat as a class.

Write these blends and words on the chalkboard low enough for the students to reach:

Sta	pla	fra	tra
Ste	ple	fre	tre
Sto	plo	fro	tro
Sti	pli	fri	tri
Stu	plu	fru	tru
Steam	plead	frail	track
Stone	plump	frisk	trend

Teaching Procedure

1. Review the c-k rule. **K comes before I and e; C before the other three: a,o,u.** Say these words and have the students write them: **cat, keep, kit, cot, cut.** Have students review the Basic Phonic chart 8 and add a vowel to make words at the bottom of the chart.
2. Introduce Basic Phonic chart 9-A. Remind students: **A long vowel says its name.** Have them read the top half of the chart. Then review the two-vowel rule: **When there are two vowels in a word, the first vowel says its long sound and the second vowel is silent.** Have students read the bottom half of the chart. Show students how one-vowel words can be made into two-vowel words.
3. If you find that the students are confusing the **b** and **d** sounds and also writing them backward, give them this hint: **b is like a bumble bee being chased by a stick; d is like a dog carrying a stick.**

4. Phonic chart 10- say each sound and clue word and have individuals repeat it. Emphasize the sound of the phonic rule in each word and practice the chart several times. Emphasize **st, pl, fr, and tr**, using Basic Phonics Flashcards Turn each card over and emphasize the sound of the phonics rule in each word. Call on students to give definitions for several of the words on the backs of the flashcards and use the words in sentences. (Follow this procedure with all flashcards that are introduced throughout the year.)
5. Have students read the blends and words on the chalkboard, circle the phonic Rules, and mark the vowels in each (circle “st” and draw a line above the “e” in steam). Have students read the blends making the vowels long first and then read the blends making the vowels short.

Give students work page exercises to establish the amount of information comprehended.

Mathematics-

Preparation/Visual:

Write on chalkboard:

$2+2=4$	$3+3=6$	$4+4=$	$5+5=$
$4-2=2$	$6-3=3$	$_ - _ =$	$_ - _ =$

- Write the Addition Families 1 – 7 on the board.
- Do Speed drill
- Review place value concept in the ones’ place
- Teach sequence of events using small cookie sandwich or miniature cracker with filling for each student
- Use addition flashcards for adding 0, 1, 2, and doubles
- Use subtraction flashcards for subtracting 0, 1, 2, and all of a number

Counting

- Class: Students pretend to be mercury in thermometer when temperature is dropping. Students stand tall and gradually kneel as they count by 10s from 10 to 100 and 100 to 10.
- Show place value flashcards: What number comes after this number counting by 10s? **60** Yes, we just counted forward by 10s. 60 is directly below 50. that means that it is 10 more than 50. What number comes before 50 counting by 10s? **40** Yes, we just counted backwards by 10s. 40 is directly above 50. That means that it is 10 less than 50. What digit was in the ones’ place in all these numbers?
0

Story Problems

- This is the 1st day story problems are given. Students now have to decide if they should add or subtract
 1. Ross and Eddie had a pile of 7 rocks on the bridge. They threw all of the rocks into the pond. How many rocks do they have left? **0** Why? **7-7=0**
 2. 5 beavers were building a dam. 2 beavers stopped for a swim. How many beavers were left working on the dam? **3** Why? **5-2=3**

See teachers key for student test and speed drill.

- When drill sheet is complete, students color picture and take sheets home. It could be colored one morning before school, during oral combination grading, for seatwork, at home, or at any time that works for your class. There is 1 speed drill sheet each week.

New Concept-

Subtracting with Addition Doubles

1. We have learned that a double is any combination with the same number for both addends. Subtracting an addition double is just as easy as adding a double. Simply read the addition double backward. Look at the combinations on the chalkboard. Read the combinations with me as I point to them. **$2+2=4$; $4-2=2$; $3+3=6$; $6-3=3$.**
2. When subtracting addition doubles, the difference and the subtrahend are always the same.
3. Students should be allowed to go to the chalkboard and give examples. Call on students to give answers if the answer is incorrect on the board.
4. Point to each addition family chart. This chart is called the ones family because all the sums are one; this chart is called the two family because all the sums are 2; (Complete this process all the way to the 7 family)
5. You already know most of these combinations because you know how to add 0, 1, 2, and doubles. Students stand or raise their hands if 0, 1, or 2, is one or both of addends or if addends are doubles. Put a check beside fact when students stand. Draw a box around $3+4=7$ and $4+3=7$. Point to $3+4=7$. What is the twin ? **$4+3=7$**

Give students work page exercises to establish the amount of information comprehended.

Science-

Preparation/Visuals:

Review the 9 planets in our solar system including the sun and moons

Teaching Procedure

1. Organize materials for making the planets, sun, and moons
2. Place the students in groups of 4 to work as teams
3. List the planets and the number of moons each has on the board in column form; list the sun in bold letters at the top of the board
4. Review the vocabulary words and formula for remembering the order of planets:

My	Mercury	Sun
Very	Venus	Planet
Educated	Earth	Solar System
Mother	Mars	Moon
Just	Jupiter	Star
Served	Saturn	Space
Us	Uranus	
Nine	Neptune	
Pizzas	Pluto	

5. Review the size, shapes, color, and any outstanding features of each planet.
6. After reviewing the details of the solar system, give instructions on how to create the planets as a class. Inform the students which table will be working on which planets. The students will construct part of a solar system individually in order to put it together collectively creating the whole.
7. After the construction and clean up is completed, review the details for the lesson. Review the vocabulary words.

Give students work page exercises to establish the amount of information comprehended.

D. Assessment

The student's progress will be determined by several means.

Conferences

Parents are encouraged to attend all conferences each year. All parent/teacher conferences are documented in writing and kept on file at the school. There are less formal times when you may talk to your child's teacher, such as school meetings or over the telephone. One of the best times to see your child's development will be those days you volunteer in the classroom. When children's academic and behavioral development becomes a concern to his/her teacher, school staff or to parents, a conference in person or via telephone, will be promptly scheduled.

Teachers are instructed to consult parents on any problems that might arise during the year. Special times will be set aside for special-teacher conferences. We also encourage parents to contact teachers on their own for up-to-date reports of their child's progress. Teachers are instructed to make periodic phone calls to each student's home, regarding the student's progress.

Report Cards

Quarterly reports of the students' academic progress status will be given approximately every (10) ten weeks during Parent/Teacher conference. The report cards will be given at the Parent/Teacher conference. All remaining Report Cards will be kept in the students' file for the Parent/Guardian to pick-up. Interim reports will be released in the Mid-quarter. Expect a telephone verification from your child's teacher. The final Report Cards can be picked-up by Parents/Guardians, if all books and financial obligations have been met.

The following are the marks and percentages used at GICA:

A	100%-90%	Excellent
B	89%-80%	Above Average
C	79%-70%	Average
D	69%-60%	Below Average
F	59%-0%	Failed

Exceptional Children

If a child is suspected of having a disability and might need special education services, the parent, the school personnel and/or community agency personnel, may make a referral for evaluation. An Individual Educational Plan (IEP) will be written and implemented. If a child has previously been given special services, it is the parent's responsibility to provide the school with all appropriate documentation. All IEP's from other schools will be reviewed and assessed to meet our program. Adaptations will be made to meet our site. The Director of Exceptional Children will handle all recommendations.

If a child is performing or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment, a referral for evaluation may be made. Teachers, parents, or other students may recommend other students for assessment. The Director of Exceptional Children will handle all recommendation.

Testing/Accountability

All students entering GICA will be tested by the end of October of the same year. This test helps the teacher to group students appropriately. Normal testing within the classroom will proceed at the teacher's discretion.

The achievement tests are used to better assess the proficiency level of our students. Parents will be notified of student's scores on Achievement Tests. The State Proficiency Test will be administered in accordance with the Indiana Codes.

Kindergarten Testing

All Kindergarteners must be tested within the first 30 days of school beginning. This testing will allow them to be placed correctly.

Off-Grade Testing

Off-grade testing will occur during the fall and spring assessment periods. This will inevitably give GICA information on the students' testing ability. Students will be instructed on how to take test throughout the school year.

Collecting Data

GICA will use the Information Management System that is required to report to the Mayors office and the Department of Education. The frequency of this reporting has not yet been revealed, however, GICA will be in compliance with the due dates. All steak holders of GICA will be entitled to receive any public information.

Performance Data

After obtaining performance data from the assessments of the students, the administrative staff and teacher will then determine the extra help needed (if any) for the student. Aspects to be considered will include academic progress (especially in Language Arts, Reading, and Mathematics), meeting the objectives of any Individualized Educational Plan, meeting the attendance requirements, behavior requirements and social maturity. Any and all of these aspects will help determine the type of extra help need from the parent/guardian, Teacher/Staff, or any other outside source recommended.

E. Support for Learning

GICA believes in 0 tolerance with discretion.

Intervention

- A. Teacher/Student conference with documentation
- B. Phone call to the parent with documentation
- C. Parent/Teacher/Student conference
- D. Parent/Teacher/Student/Counselor conference

Suspension-out of school

Suspension – A suspension is when the student is removed from the class or the school for a 1-10 day period (depending on the offense). This is an unexcused absence. Parents will be conferred with prior to the suspension.

Students will not be allowed to attend school for a given period of time nor can the student participate in any school activities. **Notification will be given to the student's district of residence.** Student may not return to school until the suspension is served. We believe in "0" tolerance with discretion.

Expulsion

Expulsion - This is the most serious penalty a student may receive. The Superintendent, based upon the infraction. Makes this final decision via a hearing. The student may need to be removed from the school premises (Emergency Removal) until the hearing can be scheduled. A student who is expelled is not allowed to return to school during the time frame that the action is taken. At the end of the expulsion period, the student is eligible for re-evaluation in regard to re-admission to comply with the Indiana Codes. **Notification will be given to the student's district of residence.**

It is the policy of GICA to maintain a positive, safe and secure learning and working environment. Students and employees have a right to learn and work in a safe environment. In today's society, it is important for you to know that violence or the threat of violence against students and employees will not be tolerated. We take every threat very seriously. If your child feels unsafe or is threatened, please contact the Principal.

Through the school's discipline policy, a number of measures may be used as discipline interventions. They include: Time out, intervention, in-school suspension, out-of-school suspension, emergency removal, and expulsion.

Federal law requires the Superintendent to expel a student for one calendar year if a student brings a gun onto school property, into a school vehicle, or to a school-sponsored event. The same law gives the Superintendent the option to expel a student for up to one calendar year for bringing a knife onto school property, into a school vehicle, or to a school-sponsored event.

Exclusion

To comply with the Indiana Codes

Listed below are the infractions and consequences governed by GICA. Parent/Guardian will be contacted for each infraction.

INFRACTION	CONSEQUENCE
A. Possession of firearms on school grounds	Mandatory expulsion- one calendar year
B. Possession of other weapons on school grounds	Emergency removal from school grounds Option of expulsion/suspension
C. Possession of alcohol, tobacco, or questionable drugs in any form	Emergency removal from school grounds Mandatory expulsion
D. Defacing/Damaging building, furnishing, equipment/school property	3-5 days out of school suspension Parent/Guardian liable for damages
E. Fighting- All parties involved	1 st time- 3-5 days out-of-school suspension 2 nd time- 10 days out-of-school suspension 3 rd time- Expulsion
F. Truancy from school	1. Failure to see if the child is attending school may result in a legal action against the parent/guardian. 2. Both parent/guardian and student may be cited to Juvenile Court for legal action.
G. Cutting class and/or leaving class/school grounds without teacher's permission	1 st time- 2 days in-school suspension 2 nd time- 5 days in-school suspension 3 rd time- 5 days out-of-school suspension If this infraction continues, the parent will be asked to attend school with the student for further correction.
H. Inappropriate Communication- Profanity, obscenity, and derogatory statements about a persons race, nationality, family, or religion. This includes verbal, written or electronically written words, photographs and/or drawings that insult any student/staff by obscene gestures. (Spoken or written violent threats included).	1 st time – 2 days in-school suspension 2 nd time- 5 days in-school suspension 3 rd time – 5 days out-of-school suspension
I. Gambling, use of playing cards/dice in like manner.	1 st time- 2 days in-school suspension 2 nd time- 5 days in-school suspension 3 rd time- 5 days out-of-school suspension

J. Hitting/Assaulting student/staff	Emergency removal from school grounds Mandatory expulsion
K. Sexual Harassment	1 st time- 3-5 days out-of-school suspension 2 nd time- 10 days out-of-school suspension 3 rd time- possible expulsion
L. Sexual misconduct	1 st time- 5-10 days out of school suspension 2 nd time- expulsion
M. Sexual Assault	Mandatory expulsion
N. Gang activity on school grounds	Mandatory expulsion
O. Stealing/Possession of stolen property	1 st time- 5 days out-of-school suspension 2 nd time- 10 days out-of-school suspension 3 rd time- expulsion
P. Trespass	Charges filed – Police called
Q. False fire alarm, bomb reports, tampering with fire alarm system, starting a fire, or bringing fireworks on school grounds	Mandatory expulsion

The school code of conduct will apply to all students. The state guidelines concerning any student on an IEP with a behavior problem will be used along with the code of conduct.

Parental Evaluations

Parent evaluations will be sent home every year to give feedback to the school of its strengths and weaknesses. This will be gauged and processed for publication in the annual report every year. Partners can play an integral part in the life of the school through monetary donations, sponsorship, publicity, donations of school needs, just to name a few.

Parent/Guardian Participation

In addition to visiting GICA as a parent/guardian we have several Parent Committees. All parents/guardians are expected to be active participants of one of these committees. Note the following committees and their purpose:

- A. FIELD TRIP COMMITTEE: field trips are planned for the upcoming school year to enhance the learning experiences of each child grades K-6. There will be school trips planned and each classroom can also have their field trips to once again enhance their learning experience. Your input is important in planning trips and excursions with the administration. You are encouraged to attend field trips. All parents who wish to attend must have a BCI check on file in his/her child's classroom before attending the field trip.
- B. FUNDRAISING COMMITTEE: (ALL STUDENTS MUST PARTICIPATE) This committee's function is to raise sums of money to set aside for special purposes and accomplish great things. There will be several fund raising programs to choose from.
- C. PUBLIC RELATIONS/EVENT MARKETING: This committee is most important to improve or enhance the image of GICA in the community. The committee will use a wide range of strategies such as sponsorships, publicity, advertising, and special event promotions. We will make GICA exciting as it can be!

- D. **BEAUTIFICATION COMMITTEE:** Beautifying the GICA building outside and inside is an ongoing task. This committee consist of parents, employees, staff, and friends of the community; to clean up, fix odds and ends, painting classrooms, landscaping grounds, etc. These are ongoing projects that result from everyday wear and tear.
- E. **SAFETY COMMITTEE:** Helping to provide a safe school where people feel happy and safety is important. Work with this committee to coordinate with law enforcement, fire department, environment control public safety organizations.

F. Special student populations

GICA will follow the Indiana Codes in serving and educating children with limited English proficiency, children with special needs, and those children with exceptionally high needs. Children with special needs will be identified, serviced, and monitored through the Department of Exceptional Children's assessment tools which meet the Indiana Codes and federal laws on servicing these students. The department of Exceptional Children within the school will consist of directors, certified teachers for special education, speech and hearing pathologist, psychologist, and tutors. Another avenue that may be used to serve the students with limited English proficiency might be through the 12 hour teacher from the community as a translator/English tutor for them.

IV. Organizational Viability and Effectiveness

A. Budget and Cash Flow Footnotes

Revenues

1. Per pupil funding for basic aid is based on funding factors available from the Indianapolis Mayor's office. The basic factors plus the cost of doing business. The five-year projection is located on the attached Exhibit.

2. Special Education Excess Cost

Revenues that are received as reimbursements for special education costs that are in excess of the basic aid allowance will be reimbursed on a dollar for dollar basis. The number of Special Education students is difficult to estimate with any degree of accuracy before year 1 of the contract, therefore no revenues or expenditures are included in the budget.

3. Federal Funds

It was recommended that all special education funding be eliminated from the calculations.

Expenditures

1. Salaries and Benefits

Salaries and Benefits are calculated on attached Exhibits instructional and administrative salaries respectively. Salaries for years 1 through 5 are forecast to grow at 5% for each year.

Student/teacher ratios are budgeted at 20/1.

Budgeted salaries for classroom teachers are competitive for teachers in the Indianapolis area, with at least two years of experience. Lead teacher salaries are higher due to higher assumed experience levels and staff management capabilities. Salaries are assumed to increase 5% annually, and are calculated on a nine-month work school year.

Benefits are calculated as shown on attached Exhibits for instructional and administrative salaries respectively. Cost inflation is calculated at 5% in subsequent years.

Health and life benefits will be offered after all employees have completed a satisfactory ninety (90) days probationary period. All employees will contribute to either State Teachers Retirement System or State Employees Retirement System. GICA will contribute the statutory contribution for all employees to the respective retirement system.

2. Purchased Services

These services consist of expenditures for outside services provided by independent contractors.

GICA will retain the services of a CPA/CFO and an inside auditor who will establish the entity's chart of accounts and operational procedure as dictated by the city of Indianapolis. Both components will provide tax and internal auditing services to ensure compliance with federal, state and local requirements. The CFO will function as the primary liaison with the local auditor's office concerning the required annual audit.

3. Advertising and Marketing

Detailed marketing expenditures are spelled out in various expenditures found within the attached documents.

4. Architect

Fees for the first year is estimated to be \$50,000. For services related to selecting and preparing necessary plans for securing occupancy for the designated building or site to be used by GICA. Budgeted costs for succeeding years will cover renovations and major repairs, as the need is determined.

5. Business Management

Business Management services will be required to inspect and audit internal operation. CFO will provide professional advice to his staff to ensure complete accountability of all funds received and disbursed. The CFO will emphasize the requirement of financial accountability consistent with the standards expected of publicly funded education and monitored by the appropriate offices on the local, state, and federal levels. The CFO will be responsible for establishing the full relationship with the local reporting departments, which includes payroll, accounts payable and local, state, and federal reporting departments. The CFO will be responsible for implementing the system of internal control and accountability. GICA business management

department will handle cash receipts and disbursements, including payroll. Again all staff is budgeted as shown with a 5% increase in subsequent years.

6. Insurance

Insurance Cost to insure the school building, its contents, and general liability, directors' and officers, liability, and employment practices is estimated, with an estimated annual increase of 5%.

7. Legal Fees

Legal Fees are estimated at 5% increase in subsequent years. GICA will retain a lawyer on a continuing basis.

8. Staff Development

Staff development is essential to maintain the highest level of instructional services. All teachers will be expected to participate in the services. GICA is committed to offer their staff in service as credit hours if permitted by the state of Indiana

9. Utilities

Utilities are budgeted per month for gas, electric, water, sewer, waste collection and telephone service. Costs are estimated to increase 5% in subsequent years.

10. Materials, Supplies & Textbooks

Attached Exhibit details the assumptions and calculations relevant to materials and supplies. Student materials are based on expected enrollment and estimates of rates per child. Increases for subsequent years are based upon 5% inflation. Costs for other instructional materials such as software are budgeted as shown. Software to facilitate learning will be purchased beginning in year 1.

Office supplies are estimated, with a 5% increases.

11. Capital Expenditures

Capital expenditures for furnishing classrooms and offices are as shown on the attached Exhibit. The budget for classroom furniture and equipment is based on required classroom space for the students served, consistent with the student/teacher ratio of 20 to 1.

Every classroom will have a computer, printer, videocassette recorder and other audiovisual equipment. These capital purchases are completed in years 1 and 2, with estimates for repairs and upgrades shown in subsequent years.

Expenditures for office furniture, library computers and library equipment are completed in year 2. Playground equipment expenditures are expenditures are spread over three years, with the largest expenditure taken in year 2.

12. Transfers and Advances Out

The food service program will be based upon the students enrolled per year. Federal lunchroom funding will be utilized in the operation of the lunchroom program to reduce the exposure for the school but still must provide a hot lunch program.

13. Other Contingency Fund

A fiscally prudent process included in the budget provides for a contingency fund to be set aside for unanticipated occurrences that would require funding. The first year amount is a function of the remaining cash balance, in subsequent years an amount approximating 5% of the expenditure budget will be set aside.

14. Proceeds from Borrowing

The \$750,000 represents the renovation costs of the premises loan net at \$500,000. GICA will provide \$250,000. of the needed funds to complete the project amortizing the balance costs/borrowings of \$500,000. Over the remaining contract period not to exceed 60 months.

The \$250,000 is a more refined estimate for our equipment needs those funds will be used to purchase/lease a major portion of the school's equipment needs.

Note that the estimated payments will be covered out of the debt service line item in the budget, which is budgeted at \$240,000. for the first year with slight increases for the following years.

B. Enrollment/Demand

Although there was no time to send out parent surveys various churches and community organization were contacted by phone asking a series of questions that lead us to the fact that it is Greater Indianapolis general desire to have a comprehensive reading and math public school that would also have the enjoyment of the fine arts. The pastors called from our survey very well received this concept.

To assure a broad outreach to recruit students GICA efforts will begin within the local neighborhood community councils, churches, the community YMCA and various meeting places including all expeditions the city would allow exhibition booths. GICA will also request from the Indianapolis Chamber the census, which shows households within the Indianapolis school district with school age students. From that list we would select which areas to send out mailers.

GICA's Admission Procedures are as follows:

1. GICA is open to all students in the IPSD grades K-6 ages 5-13. Students enrolling into kindergarten must be 5 years old before September 30th.
2. GICA is open to students in school districts, which are also adjacent to the IPSD
3. AACA will not discriminate in its admission of students on the basis of race, creed, color, handicapping condition or sex. GICA will comply with the federal desegregation order issued by the court.
4. GICA admits all students, and is not based upon intellectual ability, measures of achievement, aptitude, or athletic ability.
5. GICA will admit the number of students that does not exceed the capacity of the school's programs classes, grade levels or facilities.

6. First Open Enrollment will be announced yearly. Then, based on the level of accepted students, a second period of open enrollment will be scheduled, after review of accepted applications. If our threshold of approved enrollment has not been met, then the available seats will be filled as the applications come in.
7. If the number of applications exceeds capacity restrictions during open enrollment, students will be admitted from that specific enrollment via a lottery system. Preference will be given to students attending the school the previous year and may also be extended to siblings of such students.
8. GICA will mail notification of the status of enrollment and have record release forms available for the parent/guardian signature.

C. Governance and Management Exhibit D

The description the organizational structure is attached. Our attorneys will complete GICA governance plan. All copies of organizational documents (articles of incorporation, by-laws and the evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that GICA has applied for such status) will be submitted after the charter has been granted. Our attorney's Lindhorst & Dreidame are the legal professional association who will prepare the necessary documents to receive the status required by law.

Note the attached Exhibit showing the organizational chart. GICA board is the key component to the community thus they will be responsible to:

1. Adopt rules for the conduct of its hearings and for its procedures
2. Comply with Indiana's Open Door Law or Public Records Act
3. Adopt the mayor's charter school procedure for GICA
4. Adopt by laws for the board and under what procedure would it conduct their business.
5. Establish guidelines for board members regarding ethical issues
6. GENERATE A REPOR WITH THE COMMUNITY TO STRENGTH GICA
FINCIANALLY
7. Assure compliance with established standards and objectives

Attached Exhibits are job descriptions of key personnel within GICA

Due to time restrains, several parties contacted are willing to commit after the charter has been granted.

GICA, governing board will develop their policies and make decisions in accordance to the Roberts Rule of Order

The majority of GICA governing board members will be recruited and selected from the Indianapolis community.

GICA board is not responsible for the day- to- day operation of the school. Board members are not expected to handle the decisions that determine GICA'S curriculum, personnel manners,

budget allocation and or vendor selection. GICA'S board will approve the recommended curriculum, personnel policy and procedures, yearly budgets and vendors recommended by hired professional

GICA board will develop a committee to do the initial interviewing of school leaders; a referral will then be made to the developing team for a second interview.

GICA Superintendent is a voting member and chairs the board.

D. Human Resources

The qualifications and attributes of an ideal teacher of GICA are:

1. High morals
2. An ability to do the following duties with the right intent and professionalism
 - a. Plan and execute all classroom activities
 - b. Establish and maintain positive discipline
 - c. Keep daily attendance
 - d. Maintain a clear and well organized classroom
 - e. Attend staff trainings and meetings
 - f. Maintain accurate and complete records
 - g. Frequent communication with parents
 - h. Knowledge of students physical, emotional, and developmental patterns
 - i. Sensitive to individual and group needs of students
 - j. Evidence of emotional maturity and stability
 - k. Ability to seek supervision and to use supervision constructively
 - l. Communicate with parents on a bi-weekly bases

The number of teachers will be based upon enrollment with a maximum of 20 students to ever teacher.

A summarized day of a typical teacher at GICA

Teacher:

1. Clocks in at 8:45 a.m., places her bags and coat in her coat area grasp her coffee cup as the teacher:

2. Prepares seat work for each student desk
3. 9:00-9:15 a.m. stands in the hallways to receive all students walking by her door with a Good Morning smile and welcome (my students e will receive the personal comments that will come after Good Morning.
4. 9:15-9:30 a.m. Class starts with the Pledge of allegiance to the American Flag, the Star Spangle Banner is then heard followed by the Black National Athens. The School's Creed is stated and students get to eat their a.m. snack as attendance is taken and homeroom business is discussed.
5. 9:35-10:15 Language Arts is taught
6. 10:15-11:05 Math is taught
7. 11:05- 11:15 Bathroom brake for all students
8. 11:15-12:00 Science/Health

9. 12:00-1:00 Lunch and Recess
10. 1:00- 1:50 Students go to specials (Art, Music, fine Arts)
11. 2:00-2:50 Social Studies
12. 2:50 – 3:20 Reading Groups
13. 3:20-3:30 clean-up Prepare for end of the day
14. 3:30-3:45 Students leave for bus
15. 3:45-4:15 Planning time and time to go home

See Attachment for teacher's salary

Health, Dental, Life and liability insurance will be offered to full time employees

Special Education, director with at least two years experience with ED, OHI, SLD, and/or DH. students. GICA will not turn down any students. Once an assessment is made of the our need we will respond accordingly. We will contract with local educational contractors to assist in the areas needed.

E. Financial Management Exhibit B

See Budget and Cash Flow Footnotes

F. Facility

The facility has not yet been determined. We are currently considering two options:

1. Renting/buying modules to place on vacant land
2. Renovating an existing school building no longer housing students

G. Transportation

GICA will negotiate a reasonable monthly payment with the local school district to route the students, mail confirmation to the families of our students and transport our students to and from school. GICA must build a positive professional relationship with the local school district to accomplish this goal. If local district will not provide transportation we will contract with local school bus services to transport our students to and from school.

H. Risk Management Exhibit C

See Attachment from A.E. Olverson Agency, All Kinds of Insurance

I. Timeline

Step 1: Apply for any start-up grants		April Levi
Recruit Board Members	January 2002	Marie Congo
Step 2: Establish home place	February 2002	Marie Congo
Step 3: Begin clearing for modules or		Dennis White
Renovate existing building		
Recruit key people for the GICA		April Levi
Day to day operation	March thru May 2002	
Step 4: Market, recruit and contract teachers		April Levi
And support staff	April thru May 2002	
Step 5: Market, recruit and completed all		Lisa Sessley
Necessary documents for students	May thru June 2002	Briane Reed
Step 6: Summer clean up of any loss ends	July thru August 2002	GICA staff

V. Goals

Below is a summary of our two most important goals and associated measures in relation to the following categories:

- Academic performance
Goal- To create an atmosphere for learning and develop high achievers for 100% of the student body.
Goal – To have 75% of the student body to pass the standardize test.
Measure- using the assessment tools will aid us in knowing our level of achievement in these areas. These scores will then be compared to the state and national averages. An ongoing record will be maintained to compare our school goals from one year to the next.
- Organizational viability
Goal – To always meet the needs of the student with the per student capitol
Goal – As we met the students needs the staff needs will be managed with salary and benefits.
Measure – Continuing audits/monitoring of these records will aid us in knowing our status throughout the school year to better serve the students with the per capitol income.
- School-specific objectives
Goal – To embrace the community at large and successfully partnership with as many organizations as possible to better serve the school.
Goal – To improve on the quality of teachers hired through ongoing training.
Measure – Continuous records will maintained throughout the year along with training evaluations, listings of partnerships and their contributions. This information will enable the school to modify any changes necessary to meet the proposed goals.

VI. Summary of Strengths Exhibit E

In today's society, for a child to receive a better education usually means that there is a high tuition cost involved. Our goal is to supply the necessary education to create high achievers without tuition! Not only will this atmosphere be conducive to learning for children but also adults. The Parents/Guardians becoming actively involved through different programs offered by the school will accomplish this. Throughout the history of education, the phonetic approach to learning has proven to be very successful for a large amount of our population. Once a child has been taught how to sound out a word verses recognizing the word on site, that child can now use the same principles to read many others words no matter how long. This concept is then applied to the other disciplines. This approach will create productive students and foster high self-esteem, which will begin the process of creating a well-rounded citizen. Greater Cincinnati Community Academy, Inc. (G.C.C.A.) has begun its successful journey teaching children and broadening their ability to learn through using the phonetic approach to learning. G.I.C.A. will follow this same pattern of success by using its strengths and weaknesses to learn from. Similar curriculums will be used to enhance the children's ability to learn. The Authorized Representative has been a key player in opening and operating schools. The Authorized Representative has the ability to organize a team of people that are loyal, dedicated, and well versed in the where-with-all to opening and operating a school successfully. This team will be ready to begin collaborating as soon as the Authorized Representative is granted a contract. Exhibit E is the annual report from Greater Cincinnati Community Academy. This information will show the positive journey of the prototype school of GICA.

G.I.C.A.'s intent is to create an atmosphere for learning and develop high achievers for 100% of the student body. It takes our village to educate our children.

